

The Modern Languages Forum

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MODERN LANGUAGES FORUM

Formerly MODERN LANGUAGE BULLETIN, Established 1915

Volume XIII

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Number 1

MODERN LANGUAGE INSTRUCTION IN EUROPE AND AMERICA

E. C. HILLS, *University of California*

It is impossible to describe in a few lines the complex conditions that prevail in the teaching of the modern foreign languages in western Europe, but when one compares the systems of France and Germany, for instance, with that of the United States, certain differences at once become apparent.

In the first place there are many languages in Europe and, as a rule, the territory in which they are spoken is relatively small. Consequently one cannot travel far without hearing other tongues and the need of being able to understand and speak foreign languages is generally recognized. In the United States, which is as large as all of Europe, there is but one language, and in most of Canada, which is the larger of our two contiguous neighbors, English is also spoken. One may travel for days over vast areas and through the most diversified scenery and hear nothing but English. As a result foreign languages are studied less in the United States than in Europe, and in studying them the tendency is now to put the emphasis on reading rather than on speaking.

And then the secondary school work in Europe is organized very differently from ours; for ours is broken up into fragments while theirs is a unified whole. We have (1) a junior high school or a grammar school, (2) a high school, and (3) a junior college, or the freshman and sophomore years of a four-year college. These divisions are largely independent of one another and there is much overlapping and duplication of work. For instance, one may start a foreign language in either division. One may take a foreign language in the first two years of high school, drop the subject during the last two years, and then have to start all over from the beginning when he goes to college. One may take chemistry in high school, and then find, if he decides to take chemistry in college, that he must start at the very beginning as if he had never had

any chemistry at all. The three divisions of our secondary school work take eight years. There is no doubt that with a unified system the same ground could be covered just as well in seven years.

In Europe the secondary school is generally a unit and there is a six or seven-year course, with a general comprehensive examination at the end. From the secondary school one goes into business or one enters the professional or technical schools of a university and begins advanced work.

The teaching of modern foreign languages differs in detail in the several countries and to some degree from school to school; but in general the commonest program is about as follows: The first modern foreign language is taken throughout the entire seven-year course. During the first three years the work is largely oral and in the direct method, but with the frequent use of the vernacular to explain difficulties of grammar or of meaning. Simple reading texts are used. These have no vocabularies. The teacher usually explains daily the meaning of new words that are not self-explanatory and the pupils write the words in their notebooks. The teacher dictates from time to time a simple rule of grammar and these rules are also entered in the pupils' notebooks. There is much conversation and much reading. This kind of instruction lasts usually three years.

At the beginning of the fourth year the students get grammars. These are usually concise manuals of grammatical facts, without exercises, and from now on the teacher refers the pupils to the manual of grammar instead of dictating rules. The reading texts are now more difficult and the pupils must have dictionaries, for nowhere throughout the course are there any reading texts with vocabularies. Through the first five years of a seven-year course, the instruction is usually given three times a week, although in some schools it is given

oftener. During the sixth and seventh years it is given only twice a week in many secondary schools, and in some of those that are best organized the work of the last two years is practical in that the pupils read books that have to do with the work of other courses. Thus they read books of history, economics, astronomy, etc., that have been recommended by the teachers in those several subjects. A second modern foreign language may be begun with the fourth year, and it must be begun if the pupil is not taking Latin. The work of the second language is more intensive and at the same time more rapid. It is usually continued for three times a week during the last three or four years of the secondary school course.

In the secondary schools of the United States the average time given to the study of modern foreign languages is two years, and the commonest time for taking this work is during the first two years of high school. Some take a modern foreign language throughout the junior high school, the high school, and in college, but they are the rare exceptions. A very considerable number take three years, but unfortunately an equally large number take only one year.

In our discussion of this problem at Los Angeles in December of 1927, it was evident that many students take a modern foreign language in the junior high school and the first two years of the high school, or in the first two years of the high school alone, and then discontinue it during the last two years of the high school course. They may discontinue it because the third and fourth years of the language are not given in their high schools or, when the advanced work

is offered, their program does not permit them to take it. With some diffidence I suggested the possibility of offering two hours a week of a modern foreign language during the last two years of high school, and a committee was appointed to study the possibility of such a program. Some suggested that the work might better be done three times a week during the third year and twice a week during the fourth year. But, whichever schedule were adopted, the discussion made clear that several advantages would result. The tendency is now to emphasize reading and comprehension during the first two years rather than formal grammar. But for college entrance a fair knowledge of grammar is required. If the language were continued for two hours a week during the third and fourth years of high school, the students would have an opportunity to become better prepared in formal grammar if they needed it. And there would be an opportunity for the rapid reading of interesting prose. If the young people should discover that they could read French, Spanish, German or Italian novels and newspapers with pleasure, perhaps they would continue to do so after they left school.

And, finally, those students who went on to college would have the equivalent of three years of a modern foreign language instead of two, and there would have been no break in continuity and no loss of what they had already learned. Most of us would prefer four years of a modern foreign language in high school, but if that is not obtainable, it would certainly be of great advantage to continue the work at least twice a week during the last two years.

Introductory Courses

Introductory courses in Latin and French have been inaugurated this fall in city elementary schools of British Columbia. This is in conformity with recommendations of a recent educational survey of the Province for the gradual introduction into elementary schools of certain subjects usually considered of secondary grade. The courses will be given by special teachers. They are optional, but it is expected that pupils looking forward to study of these languages in high school will take the introductory work.

European Teacher Associations

On the occasion of the establishment of the new international organization of European teachers, it was stated that the first teachers' association was established in France in 1833; in Bohemia in 1840; in Holland in 1844. The National Union of Teachers was established in England in 1870; Deutscher Lehrerverein in Germany in 1871; Bond van Onderwijzers in Holland in 1874; Zemsky ústrední spolek učitelů in Bohemia in 1880; Ustrední spolek učitelů in Moravia in 1833; Fédération des Amicales d'Instituteurs in France in 1901.

MEASURING RANGE OF VOCABULARY IN SPANISH

M. EUSTACE BROOM, *Francis W. Parker School, San Diego, California*

This article describes the derivation and validation of the several forms of a standardized test which was designed to measure growth in Spanish vocabulary at successive stages under varying school conditions and with varying methods of teaching.¹ The test may be used in the first six semester classes in high school Spanish and in the first two semesters in college Spanish.

Derivation and validation. The first step in the construction of this test was securing a list of words of common frequency in Spanish which would have some social worth and which would carry authority for inclusion in a Spanish word list.² Such a vocabulary obviously could not be based upon any single textbook.

The authors of the test had prepared previously a background vocabulary list intended to serve as a suggested basis for unstandardized tests in Spanish.³

This vocabulary included only words of common frequency in a number of Spanish word lists which were prepared by their authors after they had examined a large number of elementary Spanish textbooks, tabulating in each case the words common to all of the Spanish grammars and Spanish readers which they examined. Insofar as was possible, the exercises of the test were arranged to include only words found in this list. All of the key words in the test items were found in the list. By this procedure the authors sought to limit the vocabulary of the standardized test to words of common frequency in high school courses in Spanish. Although there may be more desirable criteria for the validation of test materials than the one used in this study, it is nevertheless true that teaching practice in any subject follows closely the organization of the available textbooks. This very practical consideration is held to be sufficient justification of a test which embodies the materials of common frequency in the books

which must be used in the teaching of Spanish.

The test originally was prepared in three forms, designated as A, B, and C. Each of these forms included 97 exercises. The preliminary grading of this material was accomplished by submitting it to a group of competent teachers. After this procedure all words whose meanings were readily inferred from the English correspondents were eliminated, and certain minor changes in the vocabulary of the test other than the key words were made. The resulting forms, three of 76 items each, were submitted to a group of about 300 high school students. The test exercises were then placed in their relative positions on the linear scale on the basis of difficulty of solving. The probable error was chosen as a unit.⁴ Three forms of roughly determined equivalence were then available for further trying out.

The usability of the test with reference to clearness of directions, convenience of administration, adequacy of the time allowance, and objectivity of scoring was determined. These forms were then printed and sent out to teachers of Spanish in high schools in Bakersfield, Fresno, Modesto, National City, San Diego, and San Francisco, California; Ajo, Arizona; St. Joseph, Missouri; Racine, Wisconsin, and Oak Park, Illinois. These forms were also used in the Kern County Junior College, Bakersfield, California, and in adult classes in the San Diego Night High School. This final tryout of the test involved some 6,000 applications of each form. It was held to finally check the difficulty of each exercise, the validity and reliability of the test, and the norms which had been tentatively established during the early testing. Instructions for the examiners in each school made certain the use of a uniform procedure in giving the tests. Tests in every case were given to class groups, not to pupils especially selected by the teachers. No violations of time limit were reported by the examiners.

The directions page of the final form of

1. "A Vocabulary Test in Spanish." Devised by Sra. Maria S. Contreras, Eustace Broom, and Walter Kaulfers. Published by the Public School Publishing Co., Bloomington, Illinois.

2. Broom, Eustace, and Contreras, Maria S. "A Background Vocabulary List in Spanish." *Modern Language Journal*, 11: 459-463. April, 1927.

3. Kaulfers, Walter, and Broom, Eustace. "Using Objective Tests in Spanish." *Modern Languages Forum*, 12: 11-13, April, 1927.

4. For a description of this method see Monroe, Walter S. *An Introduction to the Theory of Educational Measurements*, Chapter 4. Boston, Houghton, Mifflin Company, 1923.

the test is given below. It is identical with that of the preliminary editions with the exception of two blanks to be filled out by the pupils which were included in the pre-

liminary forms but which are here eliminated, and the shifting of two sentences from a position below the information blanks to a position immediately above them.

A TEST OF SPANISH VOCABULARY

FORM A-3

Score.....

Maria de la Soledad S. Contreras, Eustace Broom, and Walter Kaulfers.

Do not open this paper, or turn it over, until you are told to do so. Fill out all of the blanks, giving all information as accurately as you can. Write plainly.

Name Sex..... Age.....
 Draw a line under the number of semesters of Spanish you have studied 1 2 3 4 5 6.
 School....., City....., State.....
 Date of examination..... Examiner.....
 Day Month Year

DIRECTIONS

This is an exercise designed to test the extent of your Spanish vocabulary. On the following pages are given several series of words. In each series there are four Spanish words and four English words. In each series you are to select the Spanish word and the English word which are most nearly similar in meaning. The words to be selected will always correspond closely in meaning. You are to draw a line under both the Spanish word and the English word thus selected.

Look at the two samples below. In the first sample there are four Spanish words and four English words.

neblina figura descargo HERMANO stealth finish BROTHER at

The Spanish word hermano and the English word brother most nearly correspond in meaning, so they are underlined. Look at the second sample.

sembrar visita merengue PROFESOR rule TEACHER burden numerator

In the second sample again only one Spanish word, profesor, and one English word, teacher, have similar meaning. Both are underlined.

If you underline a word by mistake and wish to correct the error, cross out entirely the word wrongly underlined and underline the word you consider correct. Always underline the word you think is nearest the meaning required. Compound words or words joined by a hyphen count as one word.

When you have read these directions, wait for the teacher's signal to begin the test.

By way of illustrating the character and arrangement of the materials of the test, a number of the items are included in this report.

| | | | | | | | |
|---------|--------|---------|--------|-----------|--------------|----------------|-------------|
| guardar | grande | guapo | santo | to toil | to guard | to distinguish | to stab |
| igual | honrar | gustar | gozar | to please | to emphasize | to review | to simplify |
| trecho | letra | sombra | hombre | mere | question | note | man |
| jugar | trueno | muebles | nacer | to think | to play | to visualize | to relate |
| sala | talle | trecho | traje | adventure | ideals | unit | room |

Either of the three forms may be given easily in 22 minutes. This seems to be ample time allowance for all but the slowest pupils in the first semester of Spanish. Even with these pupils, increasing the time allowance does not increase their scores significantly, since the exercises near the end of each form are too difficult for first semester

students in Spanish. If a longer test is desired, an instructor may use two or even three forms of the test, averaging the scores, thus giving a more reliable measure of the achievement of different pupils. The brevity of the forms effects an economy in class time that is an asset rather than a liability to the teacher.

Tentative norms. Tentative norms have been established for the test. It has seemed inadvisable to burden this report with the lengthy data obtained in the ten school systems where the final tryout of the test was held, so a norm table including five percentile measures only for each semester-of-study and sex group are given. While percentile norms are not quite as accurate in general as T-scores or other measures based upon the standard deviation, they are perhaps more meaningful to the average teacher due to the ease of thinking about percent and percentiles. The median and the quartiles are merely special names for the fiftieth, twenty-fifth, and seventy-fifth percentiles.

It was found impossible to determine age or grade norms. The range of instruction in the ninth grade, for example, included classes from the first to the fifth semester of study. The variations in training for different ages was of even greater magnitude. The final data, the norms, are given in Table 1.

| Semester of Study | Sex | Number of Cases | Percentile 10 | Quartile 1 | Median | Quartile 3 | Percentile 90 |
|-------------------|-------|-----------------|---------------|------------|--------|------------|---------------|
| First | Boys | 561 | 16.0 | 23.9 | 33.5 | 46.2 | 57.1 |
| First | Girls | 768 | 19.2 | 29.7 | 40.1 | 48.9 | 57.6 |
| Second | Boys | 198 | 33.7 | 38.6 | 44.8 | 52.5 | 60.5 |
| Second | Girls | 357 | 30.7 | 38.9 | 46.1 | 52.6 | 57.1 |
| Third | Boys | 465 | 45.9 | 51.8 | 57.1 | 61.1 | 63.7 |
| Third | Girls | 654 | 45.1 | 50.2 | 57.3 | 60.5 | 66.0 |
| Fourth | Boys | 99 | 45.6 | 52.7 | 55.9 | 63.8 | 65.6 |
| Fourth | Girls | 177 | 50.7 | 57.0 | 62.5 | 65.7 | 66.1 |
| Fifth | Boys | 81 | 53.7 | 60.0 | 63.1 | 65.7 | 66.3 |
| Fifth | Girls | 255 | 56.2 | 60.7 | 63.0 | 65.3 | 66.2 |
| Sixth | Boys | 18 | 61.2 | 62.8 | 65.3 | 66.6 | 67.0 |
| Sixth | Girls | 69 | 60.6 | 62.1 | 64.7 | 66.5 | 67.0 |
| Seventh | Boys | 6 | 60.5 | 61.3 | 62.5 | 63.8 | 64.5 |
| Seventh | Girls | 48 | 57.7 | 63.0 | 66.0 | 67.0 | 67.0 |
| First College | Boys | 72 | 39.6 | 43.1 | 50.0 | 53.9 | 57.4 |
| First College | Girls | 63 | 35.2 | 40.0 | 46.1 | 54.3 | 61.7 |
| Sec. College | Boys | 6 | 60.7 | 61.8 | 63.8 | 65.5 | 66.4 |
| Sec. College | Girls | 21 | 53.5 | 57.2 | 61.2 | 65.6 | 66.8 |

Table 1.—Tentative percentile norms.

Note.—All mathematical calculations included in this report were performed twice to insure accuracy. Calculating tables and machines were used further to insure accuracy and to facilitate computation.

| School | State | Number of Cases | Forms A-3 and B-3 | | Forms B-3 and C-3 | | Forms A-3 and C-3 | |
|----------------------------|--------|-----------------|-------------------|------|-------------------|------|-------------------|------|
| | | | r | P.E. | r | P.E. | r | P.E. |
| San Diego Adults | Calif. | 38 | .951 | .010 | .967 | .008 | .979 | .004 |
| Kern County Junior College | Calif. | 16 | .894 | .033 | .912 | .028 | .918 | .027 |
| Bakersfield | Calif. | 63 | .875 | .020 | .909 | .015 | .893 | .016 |
| Fresno | Calif. | 146 | .888 | .012 | .892 | .012 | .899 | .011 |
| Modesto | Calif. | 212 | .891 | .010 | .906 | .009 | .913 | .008 |
| National City | Calif. | 204 | .934 | .006 | .924 | .007 | .918 | .027 |
| San Diego | Calif. | 259 | .910 | .007 | .903 | .008 | .917 | .007 |
| San Francisco | Calif. | 49 | .748 | .042 | .826 | .031 | .860 | .025 |
| St. Joseph | Mo. | 98 | .942 | .008 | .937 | .008 | .938 | .008 |
| Racine | Wis. | 109 | .874 | .015 | .862 | .017 | .867 | .016 |
| Oak Park | Ills. | 112 | .913 | .010 | .898 | .012 | .909 | .010 |

Table 2. Reliability co-efficients of the test.

Value of the test to teachers. The test should be of some aid to teachers of high school courses in Spanish in the following ways:

1. In classifying pupils into sections for the purpose of differentiating their rates of progress or for enriching the curriculum for the more able pupils.

2. In the determination of promotions and failures.

3. In the assignment of school marks, by furnishing a more objective and reliable basis than the teacher's unsupported judgment of achievement.

4. In setting up immediate educational objectives; i. e. checking the course of study to determine the amount and rate of instruction with given groups of students.

5. In comparing results secured by a teacher in different sections of her courses or by different teachers of similar courses in the same school or in different schools.

These norms are relatively stable for groups in semesters one to four in the high school. The addition of a relatively large number of scores from Racine and Oak Park did not materially affect the values of the percentile norms previously established. The norms for semesters five to seven in the high school for the first two semesters of college teaching are based upon too few cases to be considered at all stable.

Reliability. The reliability co-efficients for the different forms of the test have been computed using data from nine school systems. The scores of Form A-3 were correlated with those for Forms B-3 and C-3, and the scores from Form B-3 with those from Form C-3. The co-efficient of reliability expresses a numerical index of the relationship between the measures of achievement obtained by the two applications of the test. In the present case, the co-efficients are sufficiently high to indicate that the test is a reliable measuring instrument within its limits.

MEANS OF PREDICTING SUCCESS IN FIRST YEAR COLLEGE FOREIGN LANGUAGE WORK*

FLORENCE M. BERTINE, *University of Southern California*

Problem. The experiences offered by a college education have increasingly come within the reach of a larger group than formerly. The enrollment of the colleges and universities at present is no longer restricted to a class or socially select classes of individuals. The ranks of students are filled with men and women from all sections of the country representing numerous backgrounds in environment and varieties of interests and ambitions. Thus, the curricula of the institutions of higher education have broadened and expanded in an effort to fit the needs of as many as possible of the various demands placed upon them by their students, until the wide range of choice of subjects resulting therefrom is often very confounding to freshman entrants who have not become orientated as to interests or needs.

Many studies have been made in the field of Vocational Guidance in an effort to assist newcomers wisely to select courses which will afford useful experiences with reference to vocational interests and aptitudes. Also, other studies have been made to determine the relation existing between the intelligence and achievement of entering students and subsequent success in college work. Most of these studies have been made in an effort to answer the question as to whether or not it be possible to determine those students representing possible profit or loss to the institution. Educational guidance bureaus and student advisors, however, have a different point of view in mind. The questions confronting them are "What are the courses which will prove of most profit to the individual?" "In what is he most likely to succeed?" "In what is he most likely to fail?" and "What can be used as a basis of judgment in advising those courses best adapted to a student's ability?" The last question is most vital, for without definite criteria on which to base judgments, the expert advisor's opinion is often no better than the student's random guess. There is, then, a need for more research material determining those factors which bear a significant prognostic value to success in specific courses offered in the curricula of colleges and universities. There are many criteria to be weighed, some of which may prove to be valueless; however, in such instances there would at least be something gained in the knowledge that certain generally accepted criteria bear no relation to success or failure in a given course, so that no wasted consideration need be given thereto when determining whether or not a student should enroll in a specific course.

It is the purpose of this report to reveal the method and findings of a recent investigation into this field, and to interpret such findings in terms of practical value to language teachers or to other persons engaged in the task of ad-

vising students in selecting curricula including foreign language to be followed by college freshmen.

Materials of the Study. The materials used in the investigation consisted of the records of 853 University of Southern California freshman entrants (1925-26) in the new series Thorndike Intelligence Examination for High School Graduates,—transmuted scores, quintile placements on the total transmuted scores, on Reading Comprehension and on Linguistic Ability sections of the test, and (1) the college scholastic record of first semester French (99), Spanish (153), and German (30); freshman students who received credit for these courses, and (2) the total number of language units and recommended language units (B grade or higher) attained in high school.

The Thorndike Intelligence Examination for High School Graduates is a composite test of ability in Reading, Language, Mathematics, Following Printed Directions, and General Information. The difficulties involved in making correct responses are of such gradations as to be valid in testing the aptitudes of high school graduates ranging from the very dull to the very brilliant. The test is divided into three parts.

Part I is the most general of the three tests. It is divided into nine sections, which are subdivided into questions, directions, etc., to which 290 responses are possible. Part II is likewise of a general nature, with special emphasis on the testing of general information responses. There are six sections in this part of the test, and a possibility of 330 responses. Part III is devoted entirely to the testing of Reading Comprehension and in structure it is somewhat similar to the Thorndike-McCall Reading Test. A paragraph is given, questions follow, and the answers to the questions are to be found in the paragraph. This part is divided into eight sections to the questions of which 142 responses are possible. The result obtained from the sum of the correct responses of Parts I and II added to two times the number of correct responses in Part III is termed the "Thorndike Total Score." Thorndike has devised a table of equivalents into which the totals may be transmuted. These transmuted total scores are smaller numerical values and easier to handle in making correlations than the total raw scores from which they are derived.

Data obtained from the Thorndike Examinations taken by entrants at the University of Southern California are recorded on Psychological Test Record forms, on which the different sections of the examination are grouped with reference to that one of the five abilities tested. After the abilities of each freshman entrant, as expressed in the results of the Thorndike Examination, are recorded on the form sheets, student scores in each ability are dis-

*Summary from a Master's Thesis written at the University of Southern California, under the direction of Professor Frank C. Touton.

tributed into five sections equal in size. The divisions, thus determined, are designated "quintile placements" and are numbered 1, 2, 3, 4, and 5; 1, indicating placement in the highest fifth of the class group; 2, in the second

fifth, etc. The following sheet is typical of those filed in the office of the Director of Educational Research representing the records in terms of relative ability of all students who have taken the Thorndike test:

| Name P_____ G_____ L_____ Age 18 Date Sept. 10, 1925 | | | | For Group—A B C D E T | | | | | | |
|--|---|-------------|----------------------------|--------------------------------|-------|-----------------------|------|---------------|------|--|
| Last First Middle | | | | Quintile Placement—2 3 1 1 4 2 | | | | | | |
| PSYCHOLOGICAL TEST RECORD | | | | Standard | | Recom. Ent. Units.... | | Total Thorna- | | |
| THORNDIKE INTELLIGENCE EXAMINATION | | | | Possible Score Median | | Trans'd Sc. 70 | | diike Exam. | | |
| Part IY Part IIM Part IIIS | | | | | | | | | | |
| GROUP | | | | | | Score | | | | |
| A. READING COMPREHENSION | { | III 1 | Reading Comprehension..... | 18 | .... | 10 | | | | |
| | | III 2 | Reading Comprehension..... | 17 | .... | 12 | | | | |
| | | III 3 | Reading Comprehension..... | 17 | .... | 15 | | | | |
| | | III 4 | Reading Comprehension..... | 18 | .... | 6 | | | | |
| | | III 5 | Reading Comprehension..... | 18 | .... | 5 | | | | |
| | | III 6 | Reading Comprehension..... | 17 | .... | 7 | | | | |
| | | III 7 | Reading Comprehension..... | 18 | .... | 2 | | | | |
| | | III 8 | Reading Comprehension..... | 19 | .... | 4 | | | | |
| For Group A | | | | 142x2 | 107.3 | 61x2 | 122 | | | |
| B. LINGUISTIC ABILITY | { | I 5 | Synonyms..... | 60 | .... | 33 | | | | |
| | | I 6 | Word Selection..... | 20 | .... | 4 | | | | |
| | | I 7 | Word Classification..... | 26 | .... | 10 | | | | |
| | | II 1 | Sentence Completion..... | 36 | .... | 22 | | | | |
| | | II 2 | Sentence Completion..... | 36 | .... | 6 | | | | |
| C. MATHEMATICAL ABILITY | { | II 3 | Sentence Completion..... | 36 | .... | 6 | | | | |
| | | For Group B | | | | 214 | 65.5 | | 61 | |
| | | I 2 | Arithmetic Mechanics..... | 30 | .... | 27 | | | | |
| | | I 3 | Arithmetic Problems..... | 40 | .... | 28 | | | | |
| | | I 9 | Number Relationships..... | 40 | .... | 24 | | | | |
| D. FOLLOWING DIRECTIONS | { | II 4 | Algebra | 25 | .... | 12.5 | | | | |
| | | For Group C | | | | 135 | 43.0 | | 91.5 | |
| | | I 1 | Following Directions..... | 15 | .... | 15 | | | | |
| | | I 8 | Following Directions..... | 32 | .... | 32 | | | | |
| | | For Group D | | | | 47 | 37.5 | | 47 | |
| E. GENERAL INFORMATION | { | II 4 | General Information..... | 20 | .... | 12 | | | | |
| | | II 5 | Technical Information..... | 40 | .... | 4 | | | | |
| | | II 6 | General Information..... | 177 | .... | 9 | | | | |
| | | For Group E | | | | 237 | 25.8 | | 17 | |
| | | | | | | Total 338.5 | | | | |

The method of the study. Both Pearson's Mean Contingency and Product Moment methods of computing correlations were used in determining relationships existing between the grades made in first semester college language courses taken by students at the University of Southern California during the academic year 1925-26 and the following criteria: Total Transmuted Scores on the Thorndike Intelligence Test for High School Graduates; the Quintile Placements in the Reading Comprehension Sections of the test; the Quintile Placements on the Thorndike Total Transmuted Scores; and Previous Foreign Language Experience as shown from High School Records. Each one of these criteria was correlated separately with the grades made in first semester language work in college French, Spanish, and German.

Interpretation of relationships. Before setting forth any definite findings and conclusions drawn from the above data, a few extracts from the writings of several educational

authorities are here set forth, so that a better basis for consideration and conclusion may be attained.

According to Rugg, in his *Statistical Methods Applied to Education*, a correlation is negligible when it is lower than 0.15 or 0.20. It is present, but low, when it is between 0.15 or 0.20 and 0.35 and 0.40, and is marked when it falls between 0.35 or 0.40 and 0.50 and 0.60. Kelley says that a contingency correlation of 0.84 between examinations and scholarship scores is a perfect correlation, and this should be the goal of perfection rather than 1.00. Ben Wood, of Columbia, in his *Measurement in Higher Education*, states that the highest correlation found between Intelligence scores and first semester college achievements are not above 0.60. (Most of the studies made comparing college grades and success in Thorndike scores have been of a more general character than the one here reported, i.e., the correlations made have been between composite grades of the total semester's or se-

mesters' work of the students, or for foreign language grades as a whole rather than as separate languages.) McPhail compiled a table in which he showed the coefficients of correlation derived by some sixty investigators. The central tendency of the correlations was from 0.40 to 0.45. A few fell below 0.30, and several went as high as 0.60. Over two-thirds fell between 0.30 and 0.50.

Statement of findings. The following table is compiled to serve as a summary of the relationships computed in the study. These relationships are indicated by correlation coefficients as follows:

| | Correlation | P. E. |
|--|-------------|-------|
| ¹ Thorndike Total Scores and Spanish la in College | 0.40 | 0.04 |
| ¹ Thorndike Total Scores and French la in College | 0.22 | 0.06 |
| ¹ Thorndike Total Scores and German la in College | 0.38 | 0.10 |
| ² Quintile Placements in Reading Comprehension and Spanish la in College | 0.40 | 0.04 |
| ² Quintile Placement in Reading Comprehension and German la in College | 0.68 | 0.07 |
| ² Quintile Placement in Reading Comprehension and French la in College | 0.42 | 0.05 |
| ² Quintile Placements in Linguistic Ability and Spanish la in College .. | 0.50 | 0.04 |
| ² Quintile Placements in Linguistic Ability and French la in College .. | 0.43 | 0.05 |
| ² Quintile Placements in Linguistic Ability and German la in College .. | 0.63 | 0.07 |
| ² Quintile Placements in Thorndike Total Examination and French la in College | 0.44 | 0.05 |
| ² Total Number of Foreign Language Units in High School and Spanish la in College | 0.54 | 0.04 |
| ² Total Number of Foreign Language Units in High School and French la in College | 0.51 | 0.05 |
| ² Total Number of Foreign Language Units in High School and German la in College | 0.60 | 0.07 |
| ² Number of Recommended Foreign Language Units in High School and Spanish la in College | 0.54 | 0.04 |
| ² Number of Recommended Foreign Language Units in High School and French la in College | 0.63 | 0.04 |

²Number of Recommended Foreign Language Units in High School and German la in College0.50 0.09

With the above ideas in mind, the significance of the table representing a summation of the principal findings of the studies in the accuracy of the available means which are thought to be of significant value in predicting grades in foreign language work is brought clearly to view. As represented by the groups considered, the Thorndike Total Scores show a sufficiently high degree of relationship to grades in Spanish la and German la to justify their use as a basis of guidance in predicting probable success in those courses. Although the Thorndike Total Scores are less significant in the prediction of probable grades in freshman French than in either Spanish or German, the quintile placements attained in the Thorndike Total Scores are as valuable in predicting French grades as are the total scores for predicting grades in Spanish.

The quintile placements achieved on the Reading Comprehension and Linguistic Ability sections of the Thorndike Examination are somewhat more closely related to foreign language grades than is the Thorndike test as a whole; Reading Comprehension shows a considerable correlation with Spanish and French grades, and a very high, though less reliable, correlation with German grades; Linguistic Ability is more closely related to grades in Spanish than is Reading Comprehension, though this relationship is lower than the relationship found between Reading Comprehension and German grades; while Linguistic Ability and Reading Comprehension are equally valuable in forecasting grades in French.

The record of the amount of foreign language credit previously attained in high school is found to be no more valuable in predicting language grades in Spanish and German than are the quintile placements attained on the Linguistic Ability sections of the Thorndike Examination, although both the total number of foreign language units from high school, and the number of foreign language units recommended by the high school, show a closer relationship to French grades than does the whole or any part of the Thorndike Examination.

¹Product-moment correlation.

²Mean contingency correlation.

TRENDS IN TEACHING MODERN FOREIGN LANGUAGE

WALTER M. MAY, *Deputy Commissioner of Education, Concord, New Hampshire*

In the "Outline of Final Reports" of the Modern Foreign Language Study, submitted to the Committee on Direction and Control at the meeting in Toronto on September 15 to 17, 1927, the statement is made that for eighty-four per cent of beginners in modern foreign language the maximum length of course is two years.

Moreover, in this same report there is an analysis of the results of the wide administration of the standard tests prepared by the Study. This analysis reports for the lower half of the

second-year group a low degree of progress in ability to read, to write and in a knowledge of grammar. In the light of these objective data the Committee on Investigation has revised its statement of objectives. The first four objectives on the revised list are as follows:

Progressive Development

1. Of the ability to read with increasing ease—books, newspapers, and magazines in the modern language within the scope of the student's interests and intellectual powers.

2. Of such knowledge of the structure of the language as is required to read with comprehension.

3. Of the ability to pronounce correctly, to understand, and to use the language orally within the limits of class materials.

4. Of the ability to write the language for class purposes with a relatively higher attainment of fluency in vocabulary and in idiom than of grammatical correctness.

In accordance with the first of these important objectives there is a tendency among certain teachers to make the activities of the pupils in the beginning courses center upon the attainment of the ability to read the foreign language. In the initial stages of the work teachers give oral commands which are executed by individuals in turn who repeat after the teacher what they are doing. There are also questions and answers about common objects in the classroom. In all these activities care is taken that the answers of the pupils are given in complete sentences. Work of this type continues for one or two weeks. Short sentences employing the vocabulary built up in these preliminary activities are then written upon the board. The sentences are read orally by the teacher and then by the class and individuals. Oral work designed to bring out the meaning of the sentences follows. There is similar oral work based upon mimeographed material containing simple connected discourse. In this connection the Gouin Series are very helpful.

Later there is the use of simple connected book material in large amounts. In all the reading, tendencies toward deciphering are discouraged by questions aimed to bring out the thought of the sentence unit. These are followed by questions requiring the use of synonyms, antonyms and résumés. Translation is avoided. Pupils are taught to get the meaning of words from the context, roots, and cognate words.

All the oral and written work is designed to further the chief aim, namely, to develop the ability to get the thought directly through the foreign symbols without the use of the vernacular. In addition to the reading activities of the class period, there are available many books containing simple reading material. The pupils are encouraged to read these books out of the class period.

After a sufficient active vocabulary has been acquired, pupils are encouraged to write simple connected discourse. According to the principle of "initial diffuse movements," (see "Psychology" by Judd) much of this composition work is crude at first but gradually its quality improves as the pupil receives the benefit of sympathetic, stimulating supervision of the teacher. In all this written work fluency, language feeling and interest are stressed rather than grammatical correctness and discipline.

Since the early work of the course is centered about the ability to understand the foreign language through the eye and ear, a recognition knowledge of the grammatical construc-

tions necessary for reading a passage in the book takes the place of grammatical analysis so frequently stressed in beginners' courses. Emphasis upon grasping of thought rather than upon linguistic analysis is made.

It is interesting to note that this procedure thus briefly sketched is, in certain respects, unlike the procedure recommended by leading advocates of the direct method, such as Walter, Kirkman, Jespersen and Schweitzer. They insist that all oral and written exercises should from the beginning be correct in grammar and idiom.

There is laboratory evidence showing the superiority of this newer procedure over one in which the larger part of the first year is devoted to grammar, language and syntax of the language with little attention to reading and the second year is given largely to insisting on much grammatical analysis.

Professor J. T. Buswell, of the University of Chicago, reports in "A Laboratory Study of the Reading of Modern Foreign Languages" (Macmillan), a publication of the Modern Foreign Language Study, the characteristics of the reading by one group of pupils in French taught by the translation method and by another group taught by the newer method emphasizing reading. Buswell summarizes this part of his investigation as follows:

"One may summarize the facts presented in this part of the chapter by saying that the direct method used in School A has produced at the end of two years' time habits of reading which are greatly superior to those which have been produced by the indirect method used in School B."

In addition to the use of a method directly focused upon ability to read, progressive teachers are in increasing numbers employing the tools furnished by scientific workers in the field of education. Standard tests and word lists, syntax lists and idiom lists, based upon frequency counts are among the valuable aids that are now available, or will be in the near future, as a result of the efforts of the Modern Foreign Language Study. Already the teachers of modern foreign languages have available a set of well standardized tests with alternate forms in French, German and Spanish. As a result of familiarity with the forms of these standard tests, teachers are constructing objective tests based upon the local course of study and developing local norms of performance.

Books by Ruch, Russell, Patterson and the monograph by Monroe also give valuable information for the guidance of the teacher in constructing objective tests of the newer type.

In conclusion, the outstanding developments of teaching modern foreign languages seem to include greater clarification of objectives based upon objective data, increased emphasis upon a procedure that will produce real reading power and greater utilization of standard and informal tests to determine group progress and to diagnose individual differences as a basis for remedial treatment.

CLARICE TARTUFARI

MICHELE RENZULLI,* *Temple University, Philadelphia*

Among writers of recognized merit living in Italy today, there is one to whom I like to call the attention of the American reading public, a novelist whose works have been translated into French, German, Russian, Swedish and Danish with signal success, and whose latest novel, "*La Nave degli Eroi*" (The Ship of Heroes) has provoked much comment and still greater interest on the Continent and in the United States.¹

Signora Clarice Tartufari is the author of a number of powerful novels, among which I wish to mention: "*Il mare e la vela*," (The Sea and the Sail)², "*Il Miracolo*," (The Miracle), "*Il Dio Nero*," (The Black God), "*Leggi Eterne*," (The Eternal Laws), "*Rete d'Acciaio*" (The Steel-Net), "*Roveto Ardente*" (The Burning Bush), and "*Fungiaia*," a rugged, realistic novel of the lower middle-class.

This list by no means exhausts her productivity, for she has worked in many fields. Among Clarice Tartufari's numerous short stories, widely translated, the most important are: "*La Fontana del Mistero*," "*Massi e Nuvole*," "*Luci e Specchi*," all of which appeared in "*La Nuova Anorologia*," Italy's oldest leading newspaper; "*Le Ultime Lettere di Iacopo Ortis*," "*L'Eroe*," "*Arboscelli Divelti*," and "*Salamandra*." The last, translated into German under the title "*Feuer Salamander*," had a considerable vogue in that country.

It is mainly as works of art that Tartufari's novels make their initial appeal to the reader. Yet Signora Tartufari's elaborate craftsmanship and ingenious command over the story, though precious in themselves, are overshadowed by her skill in character creation. Her characters have undeniable individuality and a comfortable homeliness that engenders an intimacy permitted in life only to our closest friends. While they carry about with them a unique Italian atmosphere, the writer achieves through them an unquestionable universality. She is a searcher into the human heart. Life is the substance of her art, a dispassionate art that minutely and objectively records. Her novels are a presentation of life caught in its unawareness by one who sympathetically interprets without attempting to interfere.

Tartufari's art has a wide range—it causes to pass before us all classes of society from the poorest to the richest. In "*The Sea and the Sail*," for instance, she switches the reader from the poor, simple peasants of Civita and Bagnorea to the exclusive Baron and Baroness Oliver, whose latter illicit love with the sub-

sequent tragedy of her illustrious husband, constitutes one of the finest and most dramatic episodes of the whole story.

The author achieves high artistic results without exaggeration, because she has the gift which enables her to rise without efforts to the level of tragic moments, and a vein of humor, without which such themes as hers could hardly be successfully handled. A creative reader would also detect in her works that gift of delicate reticence—so rare in a novelist—which suggests more than it says.

Tartufari's language has precision of expression, and her style has an almost archaic simplicity. And this very simplicity and directness of language give to her style a grandeur all its own, and lend a peculiar charm to her descriptions of nature. Here she is at once poet and painter. That zest for the beautiful which runs like a shining thread through all the Italian masters informs the landscapes she so lovingly touches into life. There is a lyric breathlessness about some of these vignettes, the soft gleam of imaginative vision. Still without losing sight of the "good gross earth," she easily slips into the realm of transcendentalism. For, among other things, Signora Tartufari is a philosopher. Her joy in ideas is almost masculine.

While most Italian novelists, with the exception of Fogazzaro, either ignore the religious sentiment, or merely suggest its consequences in daily life, Tartufari's use of it is paramount. Its presence in her novels is simply the expression of those lives with which she is concerned. In no wise does it embarrass her in her frank treatment of sex. Realist that she is, dominated by artistic sincerity she feels compelled to paint faithfully whatever aspects of heart and mind her characters disclose.

Asides from these patent qualities, an impartial critic, in perusing Tartufari's works, would also notice that the unity of the central idea and of the accessories in her novels is not always attained, and that they do not harmonize with each other. Often the story shows too openly the aim of the writer to demonstrate a fixed moral thesis; this forces the novelist to preach and moralize with the result that the morality or immorality in the action is not always organically growing out of character. Moreover, some of the outstanding personages of her novels—for instance, Professor Serventi and Gastone Budrio in "*The Sea and the Sail*"—do not possess full, artistic maturity, lacking, as they do, the finer and deeper touches of a thorough psychological analysis, and the critic instinctively looks for a stronger hand to depict them. The minor characters of her novels, however, are psychologically well wrought and artistically more complete.

Signora Tartufari belongs to that category of Italian novelists who are usually attentive observers, keen analysts, polished and accurate writers, and are guided always by noble ideals, but who unfortunately lack that inborn nar-

(*) Professor Michele Renzulli is the author of DANTE NELLA LETTERATURA INGLESE (Dante in English Literature) which has met with an exceptional literary success both in Italy and abroad.—Editor's note.

(1) See F. V. Blankner, "*La Nave degli Eroi*" in "*The New York Times Book Review*," May 29, 1927. Also, Mantica Barzini in "*Il Corriere d'America*" June 5, 1927.

(2) The writer of this article has just completed the English translation of "*Il mare e la vela*." It will be published by a New York publishing house.

rative power which is an essential and indispensable quality to become a truly great writer and a first-class novelist.

Tartufari's novels deal mostly with provincial home life in Italy; the scenes of her plots are generally confined to small towns, away from the tumultuous bustle of metropolitan cities. In those small towns, full of fragrant

green and amber sunshine, life unwinds itself with almost primitive rhythm and simplicity. And it is the simplicity of the needs of the dwellers that primarily accounts for their joy of living. The charm of the novels must ultimately lie for most readers in the writer's unusual insight into the real spirit of that magic land which is called Italy.

QUARTERLY FRENCH BOOK-LETTER

WILLIAM LEONARD SCHWARTZ, *Stanford University*

Years ago Charles Nodier declared "*Tout homme qui n'a pas soigneusement exploré les patois de sa langue ne la sait qu'à demi.*" I remember my first perplexity upon finding in a page by Claudel the expression *un cheveau*, which is a good patois word. Other people may have had similar experiences, and will like A. Dauzat's book called *Les Patois* (Delagrave, 10fr.)

"*Est patois tout idiome, langue ou dialecte, socialement déchu, en tant qu'il n'est plus parlé par l'élite intellectuelle, et, subsidiairement, en tant qu'il n'a plus de littérature.*" A large part of this little book is devoted to the history of the French dialects. Then comes a geographical and descriptive analysis, showing the evolution of the varied characteristics peculiar to the French *patois*, followed by a practical explanation of sound, modern methods for the study of any *patois* in any country.

The only edition of André Gide's autobiographical fragment *Si le grain ne meurt* which can now be found in the book-shops is the version lately published in abridged form in Flammarion's *Select-Collection* (1fr. 75.) Although printed on cheap paper, the type is clear and these *souvenirs d'enfance et de jeunesse* can now be safely placed in any hands. The Oxford University Press published fragments of this book some time ago for school use.

Not long ago, a friend who was reading Gide asked for some help with the *argot*. He found O. Leroy's *Glossary of French Slang* (World Book Company, \$1) a reference book that fully met his needs, and was much pleased with the light paper and strong binding.

Teachers generally will appreciate the fact that the Hachette *Encyclopédie par l'image* may now be had in (ugly) board covers at 4fr.50. The latest additions to the series comprise an admirably illustrated *Victor Hugo* by Flutré, and *Les Châteaux*, of equal interest and usefulness.

Henry Holt has published a revision of Armstrong's *Syntax of the French Verb*, embodying a few improvements, and now appearing without the former exercises. *La Carte de France*, by Melvin E. Bassett (Holt), is a new geographical text for advanced French prose composition. This book contains two series of exercises, one easier than the other, co-ordinated for use with Professor Armstrong's *Syntax*. Both books are exceedingly well printed. Professor T. E. Oliver's new school edition of *Le Misanthrope* (Holt, \$1.20) is especially suited for advanced students, as it contains much more

information than ordinary texts. At the same time Oliver's work has independent merits as an illustration of a method of exhaustive literary analysis.

La Nouvelle Revue française has at last published the two concluding volumes of Proust's great novel, with the title of *Le Temps retrouvé* (2 vols. 24 fr.), and has inaugurated a series of *Cahiers Marcel Proust* by a volume called *Homage à Marcel Proust* (13fr. 50), a reprint of the special number of the *Nouvelle Revue française* for January 1, 1923, dedicated to Proust. Like Balzac, Proust will shortly be honored by the compilation of a *Répertoire . . . contenant la liste de tous les personnages . . . avec indications de leurs actes, de leurs sentiments*, by Charles Daudet.

Studies in the Contemporary Theatre by John Palmer (Boston, Little, Brown & Co., \$2.75) is a reasoned defense of the stage in France. Mr. Palmer (formerly critic of the *SATURDAY REVIEW*) believes that the French theatre has now become "the most cosmopolitan, the most revolutionary and the most feverishly responsive to the influence of contemporary events and impulses," and this during the past five years. For him "Paris, in fact, has recovered her place as the dramatic capital of Europe." His chapters are devoted to Pirandello, to H-R Lenormand, to Jean-Jacques Bernard, Jean Sarmant, Jules Romains, Paul Géraudy, and to the art of Georges Pitoëff. While Palmer gives an excellent idea of the writings of these authors, his book suggests the reading of a great variety of recent plays, and it will be found very helpful by anyone who wants to keep up with theatrical developments in France.

A school edition has been brought out of one of the plays discussed by Palmer. This is Jules Romains' *Knock* (pronounce the first *k*) *ou le triomphe de la médecine*, edited by A. D. Menut and D. I. Chapman, Century Co., N. Y., 90 cents. Few modern plays are more amusing than this satire, immensely popular in Paris. Romains is a many-sided person, and the Introduction to this edition gives a good account of the man and his work. This piece is a comedy of medium difficulty that is sure to please in America where many aspects of the practice of medicine have been commercialized.

Dr. Hélène Harvitt has brought out for the Oxford University Press *La Farce du pendu dépendu* by Henri Ghéon and Mérimée's *Le Carrosse du Saint-Sacrement* (one volume with notes and vocabulary, \$1.35.) I have had the

pleasure of witnessing performances of these plays, and I feel sure that they can bear the test of dissection in class. Such interesting plays should be generally bought for high school libraries.

Another volume for school libraries as well as for adoption in special courses is entitled *Eighteenth Century French Plays*, by Clarence D. Brenner and Nolan A. Goodyear (Century Co., N. Y., 561pp. oct., \$4.25.) Professor Brenner is a newcomer at the University of California. This book presents fifteen representative plays of various types in full, by Dancourt, Regnard, Lesage, Crébillon, Destouches, Voltaire, Marivaux, la Chaussée, Gresset, Diderot, Palissot, Sedaine, Beaumarchais and Laya, performed between 1687 and 1793. The volume contains a general introduction, good special studies of each author, and occasional footnotes.

Panorama de la peinture française contemporaine by Pierre Courthion (S. Kra., 20fr.), with 22 full-page illustrations, is a smartly written discussion of the work of the independent French artists of the last forty years, inclusive of contemporary sculpture. Courthion's chapters are preceded by brief biographies, and his critical method always emphasizes some one characteristic of each painter in such a way as to stamp his judgments upon the memory.

R. M. Merrill's booklet, *American Doctoral Dissertations in the Romance Field, 1876-1926*, may be had of the Columbia University Press (\$1). We have here a list of 521 theses covering the fifty-year period since the first American Ph.D. in Romance languages was granted to Lucius Henry Buckingham by Harvard. During the years 1916-1926, these degrees have averaged twenty-five a year throughout the country. Mr. Merrill has not only compiled a useful list of data of much personal interest, his book also includes a Topical Index, and an Index of the Romance Authors who have been studied by thesis writers in the United States.

My colleague, Professor Frederick Anderson, has brought out a modern edition of Molière's *L'Avare* for Ginn & Co. (64 cents), which should become popular. A commendable feature of this text is the set of Questions appended, which are partly based on the Notes and also concerned with the dramatic interpretation of the comedy.

Jean Emile-Bayard is the author of three exhaustive illustrated volumes on the student quarters and art centres of Paris, past and present, published by Jouve et Cie. *Le Quartier Latin* (12 fr.), *Montmartre* (12 fr.); four hundred pages each; and now a *Montparnasse, Hier et aujourd'hui: Ses artistes et écrivains étrangers et français les plus célèbres* (512 pp., 15fr.)

Des Histoires drôles pour la jeunesse, written by Max and Alex Fischer, and edited by Gino A. Ratti (Knopf, N. Y.), is a book for every school library and teacher, though meant for the advanced classroom. Night after night, until I had finished the collection, I read one of these infinitely amusing stories with ever renewed delight. *Du "Quarante-Sept"* is certainly one of the most whimsical Christmas stories you ever read. Professor Ratti's introduction will satisfy your curiosity about the

Fischer brothers, while his notes help to explain France as well as the French language.

André Tardieu's *Devant l'Obstacle* (Emile-Paul, 15fr.) is a painstaking study of the history and political organization of France, showing, by contrast, how difficult it must be for the United States to engage in joint political action with the French republic. This penetrating study of the war period may be supplemented by *Qui sera le Maître, Europe ou Amérique?* (Hachette, 12fr.) by Lucien Romier, political editor of *Le Figaro*. I should mention here some curious stories of contemporary life in America: Luc Durtain's *Quarantième étage* and *Hollywood dépassé* (*Nouvelle Revue Française*, 12fr. each), and B. Fay's *Faites vos jeux* (Grasset, 12fr.), *cinq histoires d'amour aux Etats-Unis*, just out.

Professor Bédier's stay at the University of California last semester makes us take a personal interest in his *Commentaires* upon *La Chanson de Roland* (Piazza, 40 fr.) This volume seems to contain everything that needs to be said about this epic, at least if the text of the Oxford mss. is accepted as authoritative. Bédier defends this text by the examination of some sixty passages, and has tried to clear up all the obscurities to be noted in this version. His study of the origins, milieu and time of this epic is very interesting, e.g. (p. 60): *J'appelle encore de mes vœux des recherches sur les sources, que je crois latines, de nos plus anciennes chansons de geste . . . Et pourtant, il faut convenir qu'on ne peut mettre un seul vers de la Chanson de Roland en regard d'un vers de Virgile, de Stace ou de Lucain et conclure que notre poète a consciemment emprunté, imité.* In his *Eclaircissements littéraires et archéologiques* I note the comment (p. 302): *"d'autres ont prétendu . . . que les chansons de geste seraient des . . . poèmes lignagers, entendez quelles mettraient en œuvre des traditions de famille qui se conservaient dans certaines grandes maisons féodales, et que les romanciers du XIe et du XIIe siècle auraient exploitées pour plaire à de nobles patrons. Mais . . . il suffit de remarquer que jamais ces romanciers n'établissent aucun lien généalogique entre leurs héros, qui sont de l'époque carolingienne et les seigneurs de l'époque capétienne; qu'au surplus . . . il n'y a pas un seul lignage épique qui ne se soit donné comme éteint dès le IXe ou le Xe siècle."* Indices and a special glossary by our friend Lucien Foulet enhance the value of these commentaries.

French Poetry and Modern Industry, 1830-1870, by Professor Elliott M. Grant (Harvard University Press, \$2.50), is not a book to be summed up in a paragraph. It is an investigation of the work of certain French poets, between 1830 and 1870, who did not follow the lead of the Parnassian school and run away from life and *le Pandémonium industriel*, but strove to translate the achievements of their time, even though this conception led them to adopt such subjects as factories and steam-engines. The greatest of these poets were Hugo and Sully Prudhomme. Professor Grant's book provides the necessary historical background

for understanding such contemporary writers as Verhaeren, Valéry Larbaud, J. Romain, Hamp and Morand.

Two important Larousse publications this quarter. A revised encyclopedia: *Le Larousse du XXe siècle*, six volumes (about 250 fr. each in half leather, payable on delivery, specimen pages upon application); and Prof. Daniel Morne's *Histoire de la littérature et de la pensée françaises contemporaines, 1870-1925* (12 fr.) This book is the work of a professional literary historian, who aims at impartiality. It con-

tains a special study of the tendencies expressed by some sixty writers, followed by descriptive notes on other authors, making a total of six hundred characterizations, which even include the historians, leading philologists and philosophers. One of the outstanding books of 1927.

Memento: *The Imaginative Interpretation of the Far East in Modern French Literature, 1800-1925*, xiii-246 pp. by Wm. L. Schwartz, being Vol. 40 of the *Bibliothèque de la Revue de littérature comparée*; Champion, Paris, and Stanford Bookstore, \$1.80.

QUARTERLY GERMAN BOOK-LETTER

EDMUND K. HELLER, *University of California*

On the ninth of November, 1927, the Schiller prize was awarded in Germany for the first time since the war. To make up for the intermission, the judges, among whom there are such prominent representatives of modern German literature as Wilhelm von Scholz, Gerhard Hauptmann, Ludwig Fulda, Walter von Molo, and Julius Petersen, have selected concurrently three authors, who thereby are placed in line with former recipients of the prize, among whom were Anzengruber, Fontane, Klaus Groth, Ernst Hardt, Hebbel, Heyse, O. Ludwig, Schönherr, Wildenbruch. The winners are Hermann Burte, Fritz von Unruh, and Franz Werfel. Burte is best known through his novel *Wiltfeber, der ewige Deutsche. Die Geschichte eines Heimat-suchers*. (Haessel, Leipzig M. 7) which was first published in 1912; his historical drama *Katte* (M. 4), also was quite a success. Fritz von Unruh recently wrote a new drama, *Bonaparte*, Sozietätsdruckerel, Frankfurt M. 4.80), and Werfel's latest work is entitled *Das Geheimnis eines Menschen* (Zsolnay, Wien.)

It is interesting to note that Burte had previously won the Kleist prize. The winners of this prize for 1927 are Gerhard Menzel for his drama *Toboggan*, and Hans Meisel for his novel *Torstenson*, (Fischer, Berlin M. 4.50.)

Among the new fall-books Gerhard Hauptmann's latest epic work attracts much attention. It bears the title: *Des grossen Kampfliegers, Landfahrers, Gauklers und Magiers Till Eulenspiegel Abenteuer, Streiche, Gaukeleien, Gesichte und Träume*. (Fischer, Berlin M. 20.)

Hauptmann's latest drama, *Dorothea Angermann*, still draws full houses at the *Deutsche Theater* in Berlin, where the poet's sixty-fifth birthday was celebrated by its thirtieth performance. It is, however, undeniable that the success of the drama is mainly due to Max Reinhardt's stagecraft.

Hermann Sudermann, in spite of his seventy years, has written a new novel: *Die Frau des Steffen Tromholt*, (Cotta, Stuttgart M. 10.) With great art the author develops problems that arise in the matrimonial life of a famous painter; the setting of the story is Berlin in the last decade of the nineteenth century. The most popular book of the day still seems to be Ernst Grimm's *Volk ohne Raum*, whose author recently was granted an honorary doctor's

degree by the University of Göttingen. A close second in the favor of the public is Hans Franck's *Der Regenbogen. Siebenmalseben Geschichten* (Haessel, Leipzig M. 5), a collection of delightful stories which deal with seven ages of German history and lead us to many different parts of the country.

An outstanding historical novel that deals with the foundation of the Burschenschaft and the time of *das junge Deutschland* is Robert Hohlbaum's *Die Raben des Kyffhäuser* (Staackmann, Leipzig M.5.) Those who look for something more up-to-date, will find a clever account of how the world looks to a modern German traveler in Richard Katz, *Ein Bummel um die Welt* (Ullstein, Berlin.) Even if we may not agree with the author's critical attitude towards modern America, it is interesting to observe how others see us.

Of German textbooks for American students there are a number on the press. Before me I have two new Borzoi books, each of which contains a good picture of its author: Gerstäcker's *Germelshausen*, edited by C. F. Schreiber and E. Hofacker, and Johannes Schlaf's *Tantchen Mohnhaupt*, edited by C. E. Gates. The charm of Gerstäcker's well known little tale, which I especially recommend for high schools, will not fail to win new readers. The preface of this edition contains an interesting statement which convincingly proves how Gerstäcker was influenced by E. A. Poe's *The Masque of the Red Death*. Among the new features of the book may also be mentioned questions in English which systematically review the grammar and force the student to go repeatedly over the text. There are, furthermore, reviews for translation into German and *Fragen*. The proof-reading has been very careful. Of misprints I noticed p. 31 *sum-pfif*, p. 67 *dahin*, p. 68 *Debr.*, p. 80 *Packet*, p. 83 *spässig*. The erroneous statement in the introduction: *Er fand eine gute Stelle in einem Hotel in New Orleans* is probably due to George H. R. O'Donnell's *Gerstäcker in America, 1837-1843*. (P. M. L. A., Dec., 1927.) Gerstäcker himself states that Pointe-Coupée, where he was a hotel clerk, was situated opposite Bayou Sara, which lies quite a distance from New Orleans.

Schlaf's *Tantchen Mohnhaupt* is called by its editor *eines der schönsten literarischen Kunst-*

werke der Gegenwart. I wonder if he will find many to agree with him, and I find it a pity that he has not put his labor to some other modern German author. On p. 65 the editor could not help stating that Schlaf employs an unusually large number of words borrowed from foreign languages, but he failed to tell in another note that the style of *Tantchen's* conversation is such as an educated German would not use. In order to illustrate I quote from p. 13, 21ff: *Ach!-Ei!-Ein Gläschen Wein?—Ach ja!-Nu freilich!—Sieh mal!—Nu Gottchen! Nu Gottchen!* or p. 23, 24ff: *I nu, nu aber . . . Ja, sagen Sie doch . . . Na aber . . . I nu Gottchen! He!—Aber . . .* In a number of passages the author's German diction is rather unusual. (3, 23; 4, 25; 5, 14; 5, 17; 18, 17; 18, 20; 20, 20; 20, 25; 25, 20; 27, 16, 17; 30, 4; 30, 10; 32, 23; 36, 23; 40, 15; 40, 22; 59, 6.)

The story, while published in 1914, is laid in a time that seems ages past. A type like Frieda Günther is hardly characteristic for the country where the *Jugendbewegung* started, and even in Germany a woman as unsophisticated as her mother would be hard to find. The heroine herself represents a pathological case that would be of greater interest to a doctor than to the reader of a novel.

The editor has made the best out of the book. Of misprints I noticed p. 66, *Schwalbengezwitzscher*; p. 73, *moutache*; p. 75, *auspannen*; p. 131, *privatsieren*. In the vocabulary I would translate *Würfelzucker* by *cube sugar*, *Seidenpapier* by *tissue paper*. The phonetic transcrip-

tions of *Mantille* and *Medaillon* should be given, that of *Sahnenbaiserchen* should be corrected.

A new reader is presented by Peter Hagboldt in the *University of Chicago Junior College Series* under the title: *Inductive Readings in German, Book II. An introduction to the spirit of German Life and Literature*.

It compares favorably with many similar readers in existence and ought to be used after Hagboldt's *A Modern German Grammar* and his *Inductive Readings in German, Book I*, have been mastered. The author includes seven book-lists: *Was sollen wir lesen?* which, being very up-to-date, will be of great benefit to teachers, even if possibly a little out of place in a reader for beginners. The *Übungen* furnish a good direct-method drill in German if the teacher is on his guard that the students do not proceed in too mechanical a way, for example in adding *keit* or *e* to adjectives in order to form nouns out of them. A new feature of the book is the German paraphrasing of many words in the notes and vocabulary, which is intended to build up word associations. This procedure, however, sometimes obliterates finer shades in the meaning, for example if *hinrichten* is explained by *töten* (p. 22.) The book has been put out very carefully. Of oversights I noticed p. X *Curms* instead of *Curme*, p. XII a wrong division of *Staaten*, p. 4 *Geberden* instead of *Gebärden*, p. 22 *im siebenundzwanzigsten Jahr seiner Regierung* instead of *im siebenundvierzigsten*. Seven well selected illustrations make the book *stimmungsvoll*; I would, however, like to see a better map of Germany in the next edition.

QUARTERLY ITALIAN BOOK-LETTER

H. H. VAUGHAN, *Berkeley, California*

H. B. Marraro's book *Nationalism in Italian Education* (New York, Italian Digest and News Service, 1927, p. 1661, \$1.00) should be of great interest to all who deal in general educational problems. As Professor Charles Goggio points out in his excellent review of the work in the November issue of *Italica* this book is "little more than a presentation in English of the educational statutes drawn by Gentile and a treatment of school organization and school programs and requirements" but the subject of the Gentile reform and its adoption by Fascist Italy is in itself of supreme importance in the history of Italian education. Mr. Goggio says in his review: "Because of a general reaction positivism and materialism, which were prominent in Italian culture at the end of the nineteenth century and at the beginning of the twentieth, had to yield to idealism. It is this idealistic culture that is the basis of the Gentile reform and it is through such a culture that it is hoped to inculcate into the minds of future Italians the true spirit of nationalism."

As everybody knows the Gentile reform was thorough and far-reaching. New schools were established, the *Liceo Scientifico*, for students intending to enter the Professional Colleges of

the University, and the *Scuola Complementare*, which is a finishing school providing a general and technical education for the masses (corresponding more or less to the American Technical High Schools) but not admitting its graduates to any higher institution.

The study of the Latin language and literature is included in all courses of study in every type of secondary school except the complementary. After the Latin language is acquired the student is required to read and study the original texts in such a manner "as to live, as it were, in the classical world."

Additional time is given to the study of foreign languages with special emphasis to the speaking and understanding the spoken word.

Whether we are "for" Mussolini or "against" him we can but admire his strength and the decisiveness of his actions. He is no dreamer. He is an idealist, but a practical idealist. He would not confer his stamp of approval upon the study of the Classics and the Modern Languages if he did not believe that by so doing he could make Italy a better and stronger nation. It is true that a study of the Classics might instill a greater spirit of "Nationalism" into the mind of the young Italian than that

of the young American because of the very name of *Rome* but surely we Americans also lay claim to the heritage of Roman civilization and the story of the Roman Republic can be used as well for patriotic teachings in America as it can in Italy. It is true also that the study of Modern Languages may be of more immediate practical value to the young Italian than to the American, but that is not the sole reason for its inclusion in the school curricula, nor even the greatest reason. Mussolini desires to make Italy the leading nation of the world. In order to accomplish this it is necessary that the scientists, thinkers, and commercial men of Italy know the foreign languages in order to profit by what other nations are doing. This country might well adopt a similar attitude. We are too little conversant with what is being done abroad and the American scientist can ill afford to remain ignorant of scientific discoveries made by other nations or to rely upon translations which are often inexact. Some years ago there appeared in a reputable medical journal of this country a translation of a German article in which it appeared that experiments were being conducted upon "young porpoises." The translator had thumbed his dictionary for *Meerschweinchen* and, not finding it, had concluded that it must be a small *Meerschwein* (porpoise). If his dictionary had been more complete he would have discovered that the diminutive ending attached to *Meerschwein* changes its meaning entirely and the "porpoise" becomes a *guinea-pig*!

The November number of *Italica* also contains a short article on the present-day Italian lyric of Luigi Tonelli. It is very well written and defines such terms as *crepuscolarismo*, *futurismo*, *colorista*, *frammentista*, etc., clearly and concisely. Professor Tonelli is one of the leading Italian critics of today.

In the November issue of *Italia che Scrive* Adriano Tilgher presents a brief but excellent article entitled *Il Crepuscolo della Filosofia*. In plain language he laments the low ebb of philosophic thought today. He says: "Not that the production of philosophical works does not continue large in volume. It is even too large. But they are books written by philosophers and professors of philosophy for philosophers and professors of philosophy."

Printed usually at the expense of the author, they have more critics than readers. They are put out primarily to constitute a claim for their authors to some University chair, or to some promotion or something of the sort. The public, even the cultured public, knows nothing of them. As an infallible stamp of their artificial conception they never bring forth new problems, but discuss *ad infinitum* those put by

others: whether God be a unity or a multiplicity of activities, etc. . . . It is a dry and uninteresting literature of epigons, the work of *scholastics* of the pseudo-idealism today dominating in the schools of Italy.

Among these *scholastics* I place also those who favor a return to the scholasticism of St. Thomas, in the name of which they combat the present-day Italian idealism, but with such an utter lack of offensive, with such Franciscan humility in accepting from the school of idealism the posing of the problems, the ground, and the weapons to be used, that they deserve the name of *Scholastics* at least twice over . . .

By the side of the Hegelian or Thomistic *Scholastics* we find the *Mystics* . . . Able at destruction, they can construct nothing . . . Religion is for them a haven of despair from the tempest of doubt . . .

Neither scholastics nor mystics interest the public . . .

The reason is . . . the philosophy of the last generation, both foreign and Italian, exalted *Life* with a capital *L*, to the detriment of Reason and Intellect. Against poor Reason they heaped insult upon injury: it is abstract, it is artificial . . . It is inimical to life, etc. On the other hand *Life* was endowed like Pandora with all qualities, instinct, feeling, intuition, faith, etc. . . . And the public who went to school to these philosophers took them at their word . . . 'Yes, Reason is dead and only Life lives. Henceforth I live, but I reason no more' . . . And the philosophers had no more public.

Philosophy today has nothing to teach *Life* and that is why it has no followers, even though it continue to have professors. When it has a *living* message to convey . . . it will find its following . . . because . . . it is the first-born child of divine Utopia."

While Tilgher has referred especially to philosophy as taught in Italy today we might find his criticism as applicable to that taught in the schools of other nations.

Annie Vivante has published a new novel, *Mea Culpa* (Milan, Mondadori, 1927, p. 330, L.it. 12) in which she deals with an illicit love-affair of an English girl with an Arab which is not discovered until the birth of a grandchild. As she herself would probably say, the story would seem to have been inspired by the results of experiments in the cross-breeding of rats and mice. However, Annie Vivanti's style is always good and entertaining and such a tragedy as she expounds is perfectly possible.

The past three months have seen the appearance of comparatively few dramas, none of which seem to have attracted much attention.

To insure preservation of Indian languages and music of Peru, contests will be held to obtain essays in the Kechua and Aymar  dialects. The best productions on such subjects as morality, ethics, hygiene, and national history will be published. Phonograph records will be

made of these and of the best Inca music. In sections where the languages are spoken, the phonograph disks will be distributed among schools, as well as in the army corps in which the Indian element predominates.

QUARTERLY SPANISH BOOK-LETTER

LAURENCE D. BAILIFF, *University of California at Los Angeles*

Francisco Donoso: *Poemas Interiores*, Agencia Mundial de Librería, Paris. Here is presented a collection of poems representative and indicative of the most recent stage of evolution in the literary tendencies of the author—the evolution of his poetic taste. In content and in form, these poems show the place of the author in the foremost rank of poetic modernism, not through imitation, but rather because his temperament leads him to it, a temperament illy adjusted to the manner of seeing, feeling and expressing the traditional types of poetry. As far as metrics are concerned, Donoso holds himself well within rhythmic form, though there is a slight tendency toward free verse. But even aside from this tendency, it is easily noted that the author is far from his early style. It is not exactly in the metrical structure, but rather in the manner of feeling and conceiving of the author, where we find the proof of this evolution already mentioned. Immediately, we notice in *Poemas Interiores*, a certain interior restlessness, until now concealed by the poet, either because the intensity with which he felt it did not force him to reveal it, or, inversely, because he imagined that to speak of it was equivalent, after a fashion, to cultivating it. This restlessness, vague, perhaps, but none the less obsessing, has complicated his psychology, up to the point of producing a new poet, before unthought of.

Lecciones de literatura española, A. M. Espinosa, Stanford University Press, 1927. The preface to the edition is quoted in part: "The great majority of our students in the elementary language classes learn only things specifically taught to them, and their knowledge of Spanish Literature in general is consequently very limited However desirable it may be to give special lectures on Spanish Literature to students who are just mastering the fundamentals of the language, the majority of teachers agree that, whether these lectures be part of the Spanish course itself, or a separate course of formal lectures or directed readings, the already crowded curriculum makes them impracticable"

"No Spanish reading books of an elementary character that may be properly used for both linguistic and literary information are available. In order to provide a book of that sort for students and teachers of Spanish, the author has prepared *Lecciones de literatura española*, a Spanish cultural reader that may be used in second- or third-year high school and second-year college Spanish classes as a second reader for ordinary reading, pronunciation, translation and conversation, and at the same time as a very brief history of Spanish literature the attempt has been made to present the main facts of Spanish literary history and works of the great masters in direct relation to political history and general cultural developments." An examination of the book will sustain the contention of the author.

España y el nuevo mundo, W. E. Knight, John-

son Publishing Company. This is a text-book of well chosen material, edited with Introduction, Notes, Vocabulary and Bibliography. It is designed for the use of students of Spanish in the intermediate grades. An additional feature is the profuse number of good illustrations.

Tradiciones y Leyendas Mejicanas, S. L. M. Rosenberg, Nelson and Sons, 1927. Here we have a nicely selected group of romances of Riva Palacios and Dios Peza. There is a very complete Introduction, as well as Notes and a Vocabulary. The text is designed for intermediate use. The romances are after the style of the Duque de Rivas and in content are exceedingly worthwhile.

Parnaso español contemporáneo, José Brissa, Barcelona. This volume contains a carefully selected collection of modern Spanish verse. Brissa is an advocate of a renaissance of Spanish poetry, and in this rather large volume has included many characteristic poems of living poets, all of whom he considers worthy. As a whole, the collection represents very well the actual state of Spanish poetry of the present day.

Las Veleidades de la fortuna, Pío Baroja, Madrid, 1926, is written in the author's characteristic style, i. e., somewhat loose, and slightly lacking in unity. But the type of impressions produced are what we might expect from Baroja. Two young Spanish women are traveling over Europe, and in their conversations we gather the author's idea and opinion of many things; democracy, religion, Galdós, Anatole France, women, etc. The general tone is one of disillusionment and disbelief in everything.

Another collection of interesting material in Spanish American literature is J. H. Cornyn's *Cuentos Mejicanos*, Johnson Publishing Co., 1927. It contains an Introduction, Notes, Vocabulary, Exercises, Questionnaires and many illustrations. All the material is in prose and the stories are excellent.

Essentials of Spanish, Arturo Torres, Doubleday, Page & Co. Another grammar, with all the usual material and then some. Illustrated. The method purports to be new. The book is too long.

Cuentos escogidos, Francisco Rodríguez Marín; Madrid, 1927. This collection is a miscellanea by the celebrated member of the Real Academia and the author of the recent scholarly work on the *Quijote*. Several of the *cuentos* are in the form of letters. Many subjects are treated, from varied discussions on bullfights to highly literary stories of real merit. There are studies of a literary nature, such as the chapter on the romances, as well as commentaries on the *Quijote*, Cervantes and other figures. The entire book is written in his usual splendid style.

Among the Spanish writers who have in late years come into prominence, we must consider Concha Espina, authoress of *El Metal de los Muertos*, *La Esfinge Maragata*, etc. She has

come to occupy a place of distinction among the better class of novelists in Spain today. A book, such as *Tatin y otros cuentos* (Knopf), with material adequately chosen and prepared by S. L. M. Rosenberg and M. A. Zeitlin, will be welcomed by that type of teacher who particularly desires to break away from the traditional reading content usually found in the ordinary reader. The edition has been carefully prepared for use in intermediate college classes and offers a splendid selection of the stories of the authoress, practically the only woman writer of importance living today in Spain.

El Picador Veneno y otras novelas, Eugenio Noel, Barcelona. A group of six stories comprise this volume and only one of the six seems to have such merit. That is the one which furnishes the title: *El Picador Veneno*. Noel is a propagandist and an *anti-torero*. He has traveled and lectured more or less extensively in Spanish America, but has been unfavorably received, as a rule. He does depict his characters well, and his style is agreeable to the reader. Otherwise, much cannot be said in his favor. The remaining five stories in this volume suffer from too much *modernismo*.

Rosario "*La Cortijera*," Joaquín Dicenta (hijo) and Antonio Paso (hijo), Barcelona. This play is an adaptation of a former one, *La Cortijera*, by the fathers of the two playwrights. Like most all adaptations and imitations, it is an inferior work. It is written in verse and has three acts. The characters are of the mid-

dle class or lower; the setting is principally in Andalusia. The love theme, the chief one, is quite violent.

El Veneno del Tango, (novela escénica), Valentín de Pedro, Barcelona. This delightful play, in three acts and in prose, had its première in Barcelona in 1926. It was well received by the elite of the theater. The dramatist has written a work in which the action is well sustained and the characters are nicely drawn. Even the secondary characters are well depicted. De Pedro knows the people with whom he is dealing. The play was written with a purpose, a moralizing tendency, if not an out-and-out thesis. This purpose is to combat, to exterminate the *mal* which pervades the country and exercises on it a debilitating influence. This *mal* is called *El Veneno del Tango*, but obviously the *tango* is not the only *mal* from which his country suffers. The title is quite inclusive, comprising bad customs, vices, moral misery, relaxation of standards, and so on. The *tango*, far from being the only malady of youth, rather points out and characterizes the atmosphere that seduces youth: cabarets, prostitution, desertion of home and work, loosening of family and national ties; in short, a complete demoralization of social standards.

The first act is in Buenos Aires, and is considerably better done than the other two. The second is in Paris and the third, in Madrid. In all three acts, the dialogue is exceedingly good; it is spirited and natural. Taken all in all, the reader can spend a very enjoyable two hours with the play.

FRENCH, GERMAN AND SPANISH TEXTS USED IN JUNIOR AND SENIOR HIGH SCHOOLS, JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES OF SOUTHERN CALIFORNIA, 1926-1927, compiled by the Education Committee of the Modern Language Association of Southern California. To be obtained from Miss Ruth Frothingham, 529 South Ross Street, Santa Ana, price 50 cents.

This very complete list provides the materials for a survey of the modern language work accomplished in Southern California. It indicates which books were used during 1926-27 in the different years of the school course, and, in addition, the amount of work accomplished, measured in terms of chapters or of pages. Teachers of the languages will find here the means to check up their programs with those of colleagues in other places, and will doubtless find useful suggestions regarding the choice of reading matter in this report. Unfortunately this list does not state the publishers of the textbooks mentioned, nor does it reveal to what extent teachers are availing themselves of the varied drill exercises which are now so commonly incorporated in language texts.

A table of frequency of the use of the various texts by classification, of the approximate number of pages read in the respective grades, and other comparative data would have added to the value of the labor expended on this compilation.—W. L. S.

A LINGUISTIC INSTITUTE

A Linguistic Institute, with courses devoted to the linguistic aspect of languages rather than to their literary side, is something new in American education. Yet this is precisely the nature of the Linguistic Institute which the Linguistic Society of America proposes to hold in New Haven, July 9 to August 18, 1928, with the facilities of Yale University at its disposal. There will be courses for advanced graduate students, for high school and college teachers who feel the need of acquaintance with linguistic science or with the history of a particular language or group of languages, and also for scholars who wish to familiarize themselves with remoter bits of linguistic territory. A wider range of linguistic courses is projected than is provided at any one time by any one American university; but the Institute invites also the presence of scholars who wish without taking courses, to carry on their own researches with access to needed books and the stimulus of discussion with other persons of similar interests.

The management of the Institute has requested that those who expect to attend should give notice at the earliest moment, if possible before February 1. Requests for circulars and information should be addressed to the Linguistic Institute, Box 1849, Yale Station, New Haven, Conn.



CORRESPONDENCE and COMMUNICATIONS



Notes on the Present Status of the Catalan Language

It is known that the present autocratic government of Spain, in the interest of Spanish nationalism, forbids the use of regional forms of speech in schools. To what extent does this result in the suppression of the Catalan language? Such a question cannot be answered definitely on the basis of the impressions of a summer tourist, but a few observations made in the course of a brief stay at Barcelona may be worth recording.

The entire population seems to be bilingual. While very many of the names shown on shop-signs are obviously Catalan, the language used on the same signs is exclusively Spanish. The inhabitants address one another in Catalan on the street, in street cars and hotels, and at the *frontón*. Foreigners and non-Catalan Spaniards, when recognized as such, are accosted in Spanish.

Notwithstanding the extensive oral use of their local idiom by natives of Barcelona, the preponderance of Spanish in writing and print is unquestionably great. So far as I was able to ascertain, only one of the daily newspapers published in Barcelona is printed in Catalan. Several humorous weeklies are sold at kiosks, and when inspected turn out to be printed in the local language. Taken in connection with the other linguistic facts observed, this circumstance may be interpreted as indicating that even the reading public of the metropolis of Catalonia is actually more at home in Catalan than in the national language.

The recognized classic of modern Catalan literature is *L'Atlantida*, by Jacint Verdaguer, a heroic poem relating the adventures of Hesperis and her rescuer, Hercules, who escaped from Atlantis when it sank beneath the surface of the ocean. Hundreds of books recently printed in Catalan are sold in Barcelona book-stores; e. g., in the *Librería de Francisco Puig*, 5, Plaza Nueva, whose *Catàleg d'obres de fons*, 1926-1927, contains about 200 Catalan titles. A facile and not unpleasing contemporary writer is Josep M. Folch i Torres, who is advertised to produce a whole novel each month for the *Biblioteca Gentil*.

The *Diccionari català-castellà i castellà-català* . . . per A. Rovira i Vergilí, Barcelona, 1913, is fairly useful. The *Gramàtica catalana* by Pompeu Fabra, 4th edition, Barcelona, 1926, is a standard work published by the Institut d'Estudis Catalans; the same may be said of *Textes catalans avec leur transcription phonétique* . . . par J. Artega Pereira, *ordenats i publicats per P. Barnils*.

For a recent discussion of the filological classification of Catalan, see A. Alonso, *Revista de Filología Española*, XIII, 1926, 1-38, 225-261, controverting views on this subject expressed by Meyer-Lübke and A. Griaer. CARLTON C. RICE. *Catawba College, Salisbury, N. C.*

Sales Devices

At the Roosevelt High School, Los Angeles, we have attempted to bring the languages before the students in a very definite way at the close of each semester when they are thinking of their next semester's program. We have varied our presentation somewhat each semester, but always with the same objective—presenting to the students the advantages and values of foreign language study. One semester we issued a foreign language number of our school paper and had a number of posters displayed in the halls to attract the students' attention to language study. At another time we presented a forceful speaker in a general assembly championing language study.

From the first year of our existence the Spanish Club has presented at least one evening program each year. These programs have helped the Spanish students and they have also attracted the attention of other students to the Spanish classes. This semester we are showing perhaps greater activity than any previous semester. Early in November we had a banquet for the combined Latin, French and Spanish Clubs. The members of the clubs enjoyed themselves immensely, and the other language students were reminded that we had active clubs in each language. The fact that we had a group of live language students was brought to the attention of the entire student body. We expect to repeat this banquet on other occasions.

On the 9th of December, the Spanish Club sponsored a free evening program for the Spanish-speaking people of our district. The Spanish Club members gave several numbers on the program and local Spanish talent furnished the remainder of the program. Two years ago the Spanish Club organized a similar program, but did not use talent from our own community. This latest program proved of much greater interest than the other one did. The project was highly successful, the program was excellent and the attendance far exceeded our expectations. Those present were enthusiastic over the "get together." The first week after the Christmas vacation a group of Roosevelt alumni who were members of the Spanish Club while in school, gave an evening program in our auditorium with the support of our present club members.

For some time the three language clubs have presented during the second semester a joint afternoon program. This program is coming to be looked forward to, not only by language students but by other students as well who greatly enjoy the numbers presented in the different languages.

The most frequent exposure, is of course, through the school paper. We manage to have practically each week articles about the languages, the countries using these languages, or of club activities. H. A. NORDAHL.

Communication

Students and teachers of French and Spanish will find unusual interest in the courses to be offered by the Department of Romanic Languages at Stanford University in the summer quarter of 1928. Professor Fernand Baldensperger, who holds the chair of Comparative Literature at the University of Paris and is also on the staff of the University of London, will be at Stanford for the entire ten weeks of the quarter. He will give one course in English, on *Problems and Methods in Comparative Literature*; two courses in French, one on Balzac and the other dealing with the post-war literature of France; and will conduct special seminary work on Balzac. Professor Baldensperger is not only a recognized authority in the field of comparative literature, but is well known through his valuable works on Balzac, Goethe in France, and the literary history of France. Professor Stanley Astredo Smith, of the regular Stanford staff, will give a course in fourth year French composition and conversation, and an introduction to the study of Old French. He will also offer a course in elementary Italian.

In Spanish, Professor Aurelio M. Espinosa will remain on duty for the six weeks division, giving a course on *Problems of Teaching Spanish*, and one on *Teatro Español Contemporáneo*. Professor Espinosa, besides being on the Stanford faculty, has long been the editor of *HISPANIA*, and is well known to students of Spanish language and literature. Professor Alfred Coester, also of the regular staff, will give a course on Cervantes, and two courses on Spanish American literature and culture, a chosen field with him and one in which his work is widely appreciated.

In addition to this work for advanced students, intermediate courses in French and Spanish will be offered. The Summer Quarter at Stanford opens on June 21st.

A Neighborly Visit

Mr. C. Scott Williams of Hollywood High School was invited to address the Central and Northern Chapter of the American Association of Teachers of Spanish at its meeting in Oakland on December 22. Mr. Williams was warmly welcomed as an ambassador of friendly relationships and good-will from the Chapter in the Southland. He proposed to them that they unite in the administering of the Alpha Tests of the American Council at the same time that the Modern Language Association of Southern California is planning to administer the same tests about the first week of June. He proposed this as a means to an end. In addition to the advantage of producing an accurate norm with which to measure the achievement of pupils of a given grade in all the schools at the same time, there is the added advantage of having all the members of the Chapter working together on the same problem. Co-operation in carrying out a given objective is the best way to become acquainted. Language teachers are apt to be individualistic as they work on their subject in contact with only a few others in their department. In many schools only one or two teachers are engaged in teaching French or Spanish with little incentive to consult with teachers of other schools. A big, worth-while project like this leads to more comradeship, awakens the professional spirit, excites friendly rivalry between schools, and concentrates efforts on the main objective of efficient teaching. Now that the Modern Foreign Language Study has prepared for us such a splendid instrument with which to measure our classroom work, Mr. Williams advocated making the most of it.



ASSOCIATION ACTIVITIES



THE ANNUAL INSTITUTE MEETING

The annual Institute luncheon and business meeting of the Modern Language Association of Southern California were held on December 22nd, 1927, at the Friday Morning Club, Los Angeles.

The luncheon was so well patronized (some 200) that some not having made reservations and others arriving late were turned away, due to the limited capacity of the dining room. During the luncheon Dr. Hills gave the Association greetings from the Modern Language Association of Northern and Central California of which he is president. Mr. Scott Williams, who had just returned from the meeting of the San Francisco Chapter of the A.A.T.S., gave a brief report of what was happening in the Bay region and of his impressions regarding the session there. Following this, Mr. Shield read

a letter of good will and Christmas wishes from Mr. Carleton A. Wheeler, former supervisor of modern languages in Los Angeles, now professor at Tufts College, and who still retains his membership in the association. It was voted to acknowledge by telegram both the greetings of Mr. Wheeler and his contributions of the French charts and other realia to the exhibit. Mr. Shield highly commended the work of Mr. C. Scott Williams and his committee in the interests of the Modern Language Exhibit which was held during institute week in Polytechnic High School. Mr. Williams' Committee of Sixteen sponsored the exhibit and is actively engaged in working out plans for a Service Center.

The luncheon was very successful and well attended by representative members of the As-

sociation both from within and without the city. It was indeed gratifying to see so many present and to realize that all branches of language teaching in the universities and secondary schools were represented by outstanding members of the Association and by our distinguished guests.

After the luncheon there was held the Annual business meeting of the Association, immediately preceding the general session that followed in the afternoon. The nomination committee gave its recommendations for new officers, which were accepted. The new officers were voted upon and elected. The officers for 1928 are as follows: President, Dr. F. H. Reinsch; Vice-President, Miss Ruth Frothingham; Secretary (re-elected), A. B. Forbush; Treasurer (re-elected), L. S. Blacker; members-at-large—Miss Blatherwick, Miss Mabel Sharp, and Mrs. Alice Gillmann.

Two important items of the business meeting were: (a) the motion of Mr. Benner, aimed at continuing modern language study through the four years of high school with better correlation with the universities and (b) the plan of Mr. Williams to postpone the giving of the American Council Alpha Tests until after the April meeting, when there would be more uniformity possible. A letter was voted sent to Mrs. Dorsey, thanking her and the Board for assistance in making the exhibit possible.

After the discussion of several other items of business the meeting was turned over to the two speakers of the day, Dr. Diamond, U. C., L. A., who spoke on "Shakespeare in Germany" and Dr. Hills of U. C., Berkeley, whose subject was "The Modern Foreign Language Study—What it Did and What Still Remains to Be Done." Both addresses were well received and were informational in the extreme. Dr. Hills explained concisely the activities of the national survey and gave us in outline a very clear and general idea of the entire movement.

A. B. FORBUSH.

Photographs of the Exhibit

At the last meeting of the M.L.A., the Committee of Sixteen was requested to order photos taken of the Exhibit in each of the four rooms. This has been done and an 8x10 photo print of each is ready for distribution. The cost is fifty cents each, postage paid. The money should be sent to me with your order. In case two or more photos are wanted, you may send me your check; if only one, send two-cent stamps. Be sure to indicate of which room or rooms you want the photo. The photos are not mounted as you will want to attach them to a poster for advertising purposes in your school. You will recall that the main purpose of the Exhibit was to create an interest in our proposed Modern Language Service Center, and these photos will very properly foment such an interest if displayed, with proper wording, in your school.

On receipt of your order (to 1412 Poinsettia Place, Hollywood) I shall advise the studio and the photos will be mailed promptly to you.

C. SCOTT WILLIAMS, *Chairman*.

Report of Meeting of Modern Language Association of Central and Northern California, Nov. 5, 1927

The Modern Language Association of Central and Northern California met on November 5, 1927, in the Assembly room of the Public Library Building of San Francisco for the annual Fall meeting. The report of the nominating committee for officers for the ensuing year took up the first part of the program. The Nominating Committee, appointed by Professor Oliver N. Johnston, President of the Association, consisted of Professor Percival B. Fay, Chairman, Professor August Mahr of Stanford, Professor Guy B. Colburn of Fresno State Teachers' College, Miss Sophia Cramer of Palo Alto High School, and Miss Edith Pence of Galileo High School, San Francisco. The following officers were nominated by the Committee, which officers were later elected by the Association as a whole: President, Professor E. C. Hills of the University of California; Secretary and Treasurer, Professor L. C. Newby of the State Teachers College, San Jose; members of the Executive Committee, the President and the Secretary, and Professor Clarence Paschall of the University of California; Professor Aurelio M. Esplana of Stanford, and Miss Edith Sprague Anderson of Lowell High School, San Francisco.

The first number of the program was given by Professor Clarence Paschall of the University of California. The title of his paper was "Preparing Teachers for Foreign Languages." Professor Hills led the discussion of this paper. He spoke of the evident lack of preparation among many teachers of foreign languages partly due to the fact that principals of high schools often require teachers of other subjects to conduct classes in foreign languages for which adequate preparation has not been made. Principals deplore this situation but state that it is often a necessity due to economic conditions. Professor Hills suggested that the situation might be bettered if the Association placed itself on record as opposed to a condition of laxness in school administration whereby such deplorable situations can be possible. Professor Paschall thereupon moved that the Association place itself upon record as in favor of a school regulation requiring that all teachers of foreign languages be required to have preparation in the foreign language taught equivalent at least to that represented by a minor in a university. The members of the Association present passed the motion unanimously.

Professor I. A. Guérard of Stanford University gave the second paper of the program. The subject of his discussion was "The Teaching of Literature in Secondary Schools." Professor Guérard stated that high school students have had their taste for literature benumbed and he urged a course in general literature.

The next meeting of the Association will take place at a date in the Spring not yet definitely decided upon.—L. C. N.

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